

Scenario 1: Physical Education and Sports

A student at your high school is a three season athlete. As a junior they play at the varsity level on two teams. The student has petitioned the school to certify their proficiency in PE. Is this a reasonable request?

Which if any of the following physical education standards might the student be able to demonstrate proficiency in based on their participation on the sports teams? Would you certify proficiency in an entire standard? Why or why not?

OUTLINE OF PHYSICAL EDUCATION STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Movement/Motor Skills and Knowledge

1. Stability and Force
2. Movement Skills
3. Skill-Related Fitness Components
4. Skill Improvement

B. Physical Fitness Activities and Knowledge

1. Fitness Assessment
2. Health-Related Fitness Plan
3. Fitness Activity
4. Physical Activity Benefits

C. Personal and Social Skills and Knowledge

1. Cooperative Skills
2. Responsible Behavior
3. Safety Rules and Rules of Play

Scenario 2: Heritage Languages

A new student arrives in your district from Ukraine where the individual attended school regularly. You learn that the student was enrolled in advanced science and mathematics classes and speaks very little English. The student is fourteen years old and is placed in the entering freshman class.

Your ESL teacher requests that the student be exempt from taking a foreign language in order to focus more on learning English. Your curriculum coordinator learns that the district can pay \$75 to have the student take a language proficiency exam in Ukrainian. Will that be enough to certify proficiency? What else might you expect the student to do to demonstrate their proficiency of the World Languages Standards?

OUTLINE OF WORLD LANGUAGES STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Communication

1. Interpersonal
2. Interpretive
3. Presentational
4. Language Comparisons

B. Cultures

1. Practices and Perspectives
2. Products and Perspectives
3. Comparisons with Own Culture

C. Connections

1. Knowledge of Other *Learning Results* Content Areas
2. Distinctive Viewpoints

D. Communities

1. Communities

Scenario 3: High School Mathematics in Middle School

An advanced eighth grade student has taken Algebra II as part of a special math experience at the middle school. When they sign up for high school courses in the spring they ask the guidance counselor if they have met the High School Mathematics standards. The student has an extensive portfolio of their work. Have they met the standards? What will you need to take into consideration before you can provide an answer? Who gets to decide?

What if the student is from another district in the state and they have no portfolio of work but the student has scores from the NWEA Test of Mathematics. What might be the same about your decision-making if you have the NWEA data instead of a portfolio of work?

Scenario 4: Guiding Principles and CTE

Three students associated with your high school are also enrolled in the CTE Construction program at the local Career and Technical Education Center. As part of the CTE course they have been working on the construction of a house for Habitat for Humanity. As part of a proficiency-based diploma they will need to demonstrate their proficiency in the standards of the eight content areas as well the Guiding Principles. Which of the following standards of the Guiding Principles would you most expect the students to generate evidence for during their work on the house? Why? What demonstration would be reasonable to accept as evidence? Who would certify the demonstration?

Maine Learning Results Guiding Principles Standards

A. A Clear and Effective Communication

Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

B. A Self-Directed and Lifelong Learner

Standard B: Understands the importance of embracing and nurturing a growth mindset.

C. A Creative and Practical Problem Solver Who:

Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

D. A Responsible and Involved Citizen

Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.

E. An Integrative and Informed Thinker

Standard E: Is skilled at using complex reasoning processes to make meaning

Scenario 5: Music lessons and Visual and Performing Arts

A sophomore student at your high school has taken guitar lessons for six years and plays in two bands. The student has demonstrated proficiency in Standards C and D of VPA. The student's parents have petitioned the school to certify their child's proficiency in music standards A, B, and E. What evidence would you expect from the student as a demonstration of proficiency? Assuming the student provided adequate evidence for proficiency would you consider the student completely proficient in VPA Why or why not?

A. Disciplinary Literacy –

Dance:

1. Terminology
2. Space
3. Time
4. Energy
5. Locomotor and Non-
Locomotor Movement
6. Compositional Forms

Music:

1. Music Difficulty
2. Notation and
Terminology
3. Listening and Describing

Theatre:

1. Terminology
2. Production

Visual Arts:

1. Artist's Purpose
2. Elements of Art and
Principles of Design
3. Media, Tools,
Techniques, and
Processes

B. Creation, Performance, and Expression

Dance:

1. Communication
2. Sequencing
3. Solving Challenges
4. Technical Aspects

B. Creation, Performance, and Expression (Continued)

Music:

1. Style/Genre
2. Composition

Theatre:

1. Movement
2. Character
3. Improvisation

Visual Arts:

1. Media Skills
2. Composition Skills
3. Making Meaning
4. Exhibition

C. Creative Problem-Solving – 17

1. Application of Creative Process

D. Aesthetics and Criticism – 18

1. Aesthetics and Criticism

E. Visual and Performing Arts Connections – 19

1. The Arts and History and World
Cultures
2. The Arts and Other Disciplines
3. Goal-Setting
4. Impact of the Arts on Lifestyle
and Career
5. Interpersonal Skills

Scenario 6: Certifying Literacy Standards

A high school senior has just been informed that he will not graduate because he has not demonstrated proficiency in the Standards English language arts/Literacy in their English class. The student petitions the principal to accept a demonstration of proficiency in this content based on a project from a CTE class. Should you permit this? What about demonstration of proficiency in Literature?

One of the sample reporting standards for English language arts/literacy states:

READING COMPREHENSION

Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

The next page (two sided) list all of the reading indicators for English language arts/literacy followed by a detailed articulation of one performance indicator as it develops over the 6-12 grade span and in the context of text types. Notice that the column on the left is dedicated to literature which is not a consideration for this particular indicator. The column on the right articulate the that same performance indicator as it pertains to science and technical texts. If a student demonstrates proficiency relative to the right hand column, must he or she ALSO demonstrate proficiency of the same indicator in the left column?

The K-12 standards ages define what students should understand and be able to do by the end of each grade. They correspond to the **College and Career Readiness (CCR) anchor standards** below by number. *The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.*

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Integration of Knowledge and Ideas			
CCR 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Literary Text	Informational Text	History/Social Studies	Science and Technical
RL.8.6 not applicable to literature	RI.8.6 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RH.8.6-8 Distinguish among fact, opinion, and reasoned judgment in a text.	RST.8.6-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RL.8.7 not applicable to literature	RI.8.7 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
RL.8.8 not applicable to literature	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
RL.8.9-10 not applicable to literature	RI.8.9-10 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RH.8.9-10 Assess the extent to which the reasoning and evidence in a text support the author's claims.	RST.8.9-10 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RL.8.11-12 not applicable to literature	RI.8.11-12 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	RH.8.11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	RST.8.11-12 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.